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ABSTRACT

This publication is a summary of the E2E (Entry to Employment) Learning Framework that provides guidance on program implementation. (E2E is a new learning program for young people not yet ready or able to enter Modern Apprenticeship programs, a Level 2 program, or employment directly.) Section 2 highlights core values to which all involved should subscribe. Section 3 lists the Qualifications and Curriculum Authority's design principles for full-time programs in vocational pathways and Connexions' key principles for effective partnership working which form the basis for E2E. Section 4 lists the E2E learning objectives and curriculum. Section 5 provides a breakdown of each component in the curriculum, which are: initial and ongoing assessment, guidance, and support; core learning components; accredited and non-accredited learning opportunities; vocational learning; vocational tasters and work placements; involving employers; complementary knowledge and understanding beyond vocational areas; career awareness and management skills; and basic and key skills. Section 6 focuses on progress, attainment, and preparation for and transition to next levels or other areas. Section 7 specifies the range of possible progression opportunities. Section 8 offers guidance for E2E providers. Appendixes include an exemplar learning cycle for E2E and information on E2E in a question-and-answer format. (YLB)

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a summary of the e2e learning framework

e2e

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A summary of the E2E Learning Framework

1 An introduction to the summary

The E2E Learning Framework provides guidance on implementing E2E programmes. This summary of the learning framework contains the key points from the full document which is contained in the E2E Prospectus. The paragraph numbers used from this point forward are the same as the paragraph numbers used in the full document, making cross-referencing easier. The full E2E prospectus is available at www.lsc.gov.uk

2 The ethos

The success of E2E depends to a great extent on the referral agencies and training providers having high-quality interaction with the young people concerned. All those involved should subscribe to a set of core values based on the following points.

- Young people and programme workers have regard for equal opportunities.
- Young people on the programme are central to every aspect of the programme and are treated as individuals.
- Programme workers have a positive regard for young people and treat them with respect.
- Programme workers actively engage with young people, conveying a sense of 'shared effort' about the tasks.
- Programme workers have high expectations concerning young people's achievement, coupled with realism and honesty.
- Programme workers show a continued commitment to high quality.

These core values must guide the planning, implementation and evaluation of E2E and, ideally, be incorporated into the quality assurance processes. The core values set the tone for building effective relationships between young people and those who support them, and for inter-agency relationships.

3 The principles

The E2E Learning Framework is based on the Qualifications and Curriculum Authority's design principles for full-time programmes in vocational pathways. These design principles require that programmes demonstrate development in the following areas:

- vocational knowledge and understanding
- up-to-date work-related skills
- complementary knowledge and understanding beyond vocational areas
- career awareness and career management skills
- further skills in:
  - communication, numeracy, and information and communications technology (ICT)
  - effective thinking, enterprise and problem solving
  - interpersonal relationships and teamworking
  - citizenship.

The E2E Learning Framework embraces the following points in addition to the QCA principles:

- initial assessment, ongoing guidance and support as fundamental parts of the programmes
- choices of teaching and learning approaches as integral to successful delivery, and
- learning and assessment opportunities that are work-based in nature and aspiration.

The E2E Learning Framework is based on the principles that young people participating in E2E should:

- maximise learning and achievement through coherent programmes
- develop knowledge, skills, understanding and personal qualities essential to employability and citizenship
- attain a qualification(s) where appropriate
- be equipped for a variety of positively valued progression opportunities in employment, education and training.

The E2E Learning Framework promotes Connexions' eight key principles for effective partnership working:

- raising expectations
- meeting individual need
- taking account of young people's view
- inclusion – keeping young people within education and training
- partnership of agencies
- community involvement
- extending opportunity and equality of opportunity
- evidence-based practice.

The exemplar learning cycle in appendix 1 illustrates how these design principles can be put into practice. All E2E individual learning programmes must be based on this exemplar learning cycle.

4 Overview of objectives and curriculum

4.1 The **learning objectives** for the E2E Learning Framework:

- to improve motivation and confidence
- to develop basic and/or key skills
- to develop personal effectiveness
- to acquire vocational knowledge, skills and understanding.

4.2 The **E2E curriculum** consists of:

- initial and ongoing assessment, guidance and support including aftercare
- core learning components of basic/key skills, personal development, work/vocational skills and development based around Entry level/Level 1 achievement
- optional, additional, specialised work-related learning including opportunities for gaining nationally accredited qualifications at Entry level and (particularly) Level 1.
- preparation for and transition to Level 2 learning opportunities and/or employment, with continued but diminishing support.

See section 5 for a breakdown of each of the components.

5 E2E curriculum offer

5.1 Initial and ongoing assessment, guidance and support including aftercare

5.1.1 Priority groups

- Sensitive attention to the particular needs of individuals will need to be anticipated.

5.1.2 Referral routes

- Connexions Service recommendation of a young person's suitability for E2E is crucial.
- Learners can also self-refer and, subject to availability of space with the provider, start E2E. Connexions will need to be contacted promptly by the provider to ensure E2E is the most appropriate programme for the learner.
- Local partnership arrangements will need to pay careful consideration to the mechanisms for the effective routing of referrals.
- An examination of the scope for linking with initiatives such as the Connexions Card and APIR (Assessment, Planning, Intervention and Review) will assist with the coherence of the programmes.
- The APIR is a basic framework for Connexions to engage with young people, but it does not provide a full diagnosis of learning needs.

5.1.3 Impact on the individual

- Referral agencies and programme workers must enable the young person to make a positive commitment to personal development, learning and change.
- Care will be needed to avoid deterring some potential clients, or unwittingly creating barriers that prove difficult or impossible for them to get over.
- Clear, bright, attractive information presented in an engaging style will assist those involved at this stage.

5.1.4 Initial assessment

- Initial assessment is the process of identifying learning and support needs to enable the design of a learning programme which addresses individual needs (Connexions 2002).
- Learning needs are those skills, knowledge and competences which a young person will need to acquire to help them fulfil their aims and aspirations.
- Support needs are the additional help required to address and overcome barriers to full participation.
- As a general guide, the initial assessment will need to complement an agreed framework such as the Connexions APIR.
- The initial assessment process should not duplicate any assessment processes already undertaken by the young person.

- Initial assessment within E2E should be comprehensive, and should aim to analyse extrinsic or cognitive barriers to learning, through explorations of social aspects including perceived or intrinsic barriers to participation and success.
- There needs to be a continuing awareness of the need to use effective ways of differentiating individual learner needs.

5.1.5 Support and aftercare

- It is important that the standards of individual guidance and support are followed through into the E2E programmes and beyond.
- This will involve each young person having a nominated programme worker for liaison, formally and informally, about progress and wider issues.
- Protocols should be put in place to guide the operation of appropriate support and aftercare.

5.2 Core learning components

5.2.1 Formality and environment

- It is important to enable individuals to learn and develop in ways that improve their progression potential.

5.2.2 Individual programming

- For each individual a clear rationale is needed for the particular planning and mix of E2E activities based on the learner's needs and potential.
- The content of the programme needs to be matched to the young person's requirements and expressed in an activity plan with identifiable milestones and goals.
- The programme activities should sustain the ethos of respect, ergender and reinforce motivation and support the young person.
- Individuals' learning programmes may contain formal qualifications and non-accredited learning. The selection and balance of these components will be individually designed according to preferred learning styles and likelihood of achieving success.
- Each learner's programme should include activities specifically designed to improve motivation, interest and breadth of experience, eg trips, sports or recreational subjects.
- An individual's programme should give details of timescales for attendance and length of stay.
- It is important for programme workers to be aware of the economic pressures on some young people to take up employment opportunities in favour of continuing on E2E.
- Programme workers should help the young person to identify any positive benefits of an early job opportunity in the context of the overall learning objectives and ensure that they are able to access further guidance and support post-E2E.

5.2.3 Accredited and non-accredited learning opportunities

- vocational skills and development including vocational tasters, work placements, links with employers, job awareness, career planning
- competence-based learning opportunities
- additional vocational learning (as appropriate)
- basic skills/key skills (as appropriate)
- life skills, personal development
- participant feedback.

5.2.4 Vocational learning

- Some learning opportunities will be explicitly vocational, taking place on employers' premises or in simulated work environments. Linking these activities to the relevant theory and underpinning knowledge must be carefully planned and imaginatively designed.
- Vocational elements may be added to an individual's programme for intrinsic purposes which do not necessarily prepare the young person for a linked occupation or job.
- The aim should be to centre learning on up-to-date and authentic work-related activities of practical and educational significance within the young person's programme.

5.2.5 Vocational tasters and work placements

- It is suggested that providers draw up a set of common criteria for assessing learners' readiness to undertake a short work taster or longer-term work placement.
- Providers will need to nurture relationships with employers who are able to empathise with and support the range of individuals who participate in E2E.

5.2.6 Involving employers

- The publication *Getting employers involved* (LSDA 2001) provides guidance for engaging and interacting with employers.

5.2.7 Complementary knowledge and understanding beyond vocational areas

- The breadth of each individual's programme is important for maintaining interest and variety, thereby strengthening motivation.
- The initial assessment will need to include details of the individual's previous experiences of vocational or work-related opportunities at Key stage 4 so that they are not duplicated during the course of E2E.

5.2.8 Career awareness and career management skills

- Within E2E, the development of career awareness and interest needs to include all future progression possibilities that are realistically available to the participants.

5.2.9 Basic and key skills (as appropriate to the individual)

Communication, Numeracy and IT

- The delivery of basic and key skills appropriate to the individual is a fundamental element of the programme.

Effective thinking, enterprise, problem solving, interpersonal relations and teamworking

- Ideally, these aspects should be embedded in elements such as work-related learning and will also need to be drawn out in individual sessions with the young person to ascertain progress.
- Imaginative non-accredited learning activities, including games, social interaction, role plays and individual tasks, will be useful in stimulating these aspects.
- Thought should be given as to how such non-accredited learning activities can be mapped against and offer opportunities for key skills and achievement in other National Qualifications Framework qualifications.

Citizenship

- As a work-based programme, the emphasis in E2E will be on employment rights and responsibilities.
- To aid progression and interest, providers may wish to deliver aspects such as health and safety in terms of likely progression routes, eg Foundation Modern Apprenticeships.

6 Progress, attainment, preparation for and transition to next levels/other areas

E2E programmes enable young people to:

- meet agreed learning and career objectives
- manage own learning and make progress across the whole learning programme
- be ready for a range of progression opportunities
- be confident and capable of successful adult/working life.

6.1 Planning and monitoring

- Individuals will be invited and expected to contribute to their own assessment of how they have progressed during their stay on the programme.
- Although attendance on E2E is flexible, it is desirable to build up attendance in line with the likely attendance pattern of future options, eg a full working week or FE full-time attendance requirements.
- Providers must apply a system of monitoring individual progress both for the purpose of reviewing it with individuals and for supplying information to others who need it, including a proper trail of accountability for quality.

Key elements of monitoring individual progress:

- regular reviewing and recording of progress with individuals, in line with the learner's activity plan
- timely opportunities for accreditation and the accumulation of accreditation
- recognition, celebration and rewards for achievement other than qualifications
- follow up of participants who opt out
- a final review in order to determine next steps
- well-managed and supported seamless transition to the next stage, including assistance with interviews and searches for employment and/or further training
- tracking of destinations following completion.

6.1.1 E2E plan

- The individual development plan (including E2E activity plan):
  - ☐ benefits and informs the learner
  - ☐ is used by the learning provider for monitoring and planning purposes.
- Young people should be encouraged to consider how the programmes have contributed to their development in the following areas:
  - ☐ self-esteem and confidence
  - ☐ personal and social skills
  - ☐ learning skills
  - ☐ practical and employment-related skills
  - ☐ literacy and numeracy skills
  - ☐ creativity
  - ☐ knowledge and understanding of important life issues
  - ☐ planning, organisation and teamwork skills.

6.2 Attainment

6.2.1 Qualification(s)

- E2E programmes for individuals are not intended to be driven by qualification outcomes, but qualifications can act as motivators for learning.
- E2E programmes should aspire young people to attain an NVQ Level 1, vocationally related qualifications at Level 1 (and Entry level where applicable) and/or key skills at Level 1.
- In many cases, the achievement of an NVQ unit or limited number of units may be more appropriate as a learning outcome in E2E than a whole NVQ.

6.2.2 Non-accredited learning

- Non-accredited learning is an important part of the E2E Learning Framework.
- Non-accredited learning is defined as formal and non-formal provision which does not lead directly to any form of external accreditation, award or qualification.
- It is important that E2E programmes include methods for assessing and recognising an individual's progress in non-accredited learning.
- The LSC is developing a national approach to recognising achievement in non-accredited learning.
- The LSC is working with the Network for Accrediting Young People's Achievement to embed the national framework of informal education awards within E2E.

7 Progression

7.1 Specification of range of possible progression opportunities

- The work-based nature of the E2E Learning Framework points clearly to progression routes involving work experience or employment.
- Possible progression routes include:
  - further education
  - work-based learning (particularly progression into Foundation Modern Apprenticeship)
  - employment, ideally, but not mandatorily, with training included.
- Progression may incorporate the notion of moving on to the next level.
- It is equally valid to assess a learner's progress in terms of lateral progression. For instance, a young person may have access to more specialised or job-specific learning at the same level within an already familiar area.

8 E2E provider guidance, review and evaluation

8.1 Overview

The E2E Evaluation Instrument and the critical success factors within it should be used, along with other tools as appropriate to the provider or locality, to help the drawing up of local arrangements for review of E2E.

8.2 Provider guidance

- Connexions' publication *Developing good practice and guidance in the Learning Gateway and Life Skills* (2002) identifies a wide range of methods for planning and implementing learning activities.
- The Learning and Skills Development Agency (LSDA) provides a programme of support, development and dissemination for providers who will deliver E2E.
- The LSC has responsibility for the planning and funding of work-based learning for young people in England up to the age of 24. Two key documents set out the approach to funding and contracting of work-based learning for young people up to the age of 24 years in 2003/04:
  - *The Learning and Skills Council requirements for work-based learning 2003/04*
  - *The Learning and Skills Council work-based learning operations guide 2003/04.*

  The documents constitute an integral part of the LSC's funding agreement with providers for the delivery of work-based learning for 2003/04. They cover a similar range of policy issues for 2003/04 as that detailed in Circular 02/13, *Funding arrangements for work-based learning for young people in 2002/03.*

8.3 Participant perception

- The involvement of participants in seeking, planning, enjoying and reviewing their own learning is a key feature of E2E.
- During the pathfinder phase, LSDA commissioned surveys of participants to obtain feedback about their perception of how E2E has contributed to the objectives outlined in their E2E plan. A summary of the National Foundation for Educational Research findings will be available in late summer.

Appendix 1 Exemplar learning cycle for E2E

1 Referral and recruitment

Learners will be recruited onto E2E through referral from a number of different sources

Connexions
Provider direct
Support agencies eg youth offending teams, social services
Outreach work

2 Initial assessment and induction

Initial assessment will seek to identify the career and progression aims of learners and their individual learning and support needs. It will build on work already undertaken and ongoing via Connexions and involve a period of learning and assessment to motivate and enthuse the learner. Any prior attainment will also be taken into account. Learner information will be collected through a range of different methods including basic and key skills screening and diagnostic assessment.

The outcomes of the initial assessment process will be brought together to capture the '**starting point**' (based on a common definition) for the individual's learning programme and will allow distance travelled to be measured from the point of entry. The summary of initial assessment will be recorded in the individual learning plan. The initial assessment process will last up to **eight weeks**, according to learner needs.

The outcome of the initial assessment will be to determine the individual's learning programme, ie the appropriate learning and support modules to be undertaken, and how learning and support will actually be implemented over time. These will be documented in the **individual learning plan**.

For learners who only require short periods of initial assessment, induction training will start at the point of entry and be delivered in 'bite size' chunks during the initial assessment phase or early stages of the learning programme.

3 E2E curriculum

The E2E curriculum will comprise of three core strands:

- basic and/or key skills
- vocational skills and development
- personal and social development.

It is envisaged that all learners will require some element of each. Learners may develop a clearer idea about their choice of progression route during the time they spend on E2E. In some instances, their initial progression route may evolve into something quite different as they learn and gain new experiences.

For others, this curriculum will be a more confirmatory model and may consist of intensive activities in one strand (vocational skills and development for example, building up progression to a Foundation Modern Apprenticeship). There will be flexibility in the design of the strands and their configuration in order to meet different learner needs. Together, these core strands will aim to develop a learner's motivation and confidence, basic and/or key skills, personal effectiveness, and to acquire knowledge, skills and understanding through opportunities to sample different work and learning contexts.

Within each core strand there will be a range of appropriate **learning activities** which will be selected according to learners' needs. These will form the learner's programme and be introduced at appropriate points. Delivery will be in appropriate settings using innovative methods and resources. Each learning activity will provide **a range of schemes of work** appropriate to learners working at different levels. Strands will have clear learning outcomes and may, where appropriate, lead to accreditation.

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4 Accreditation of learning

Examples of non-accredited routes
First aid certificates
Short courses
Food hygiene certificates

And – national framework of informal education awards, eg
Fairbridge, Weston Spirit, Prince's Trust, Youth Achievement awards

Recording of learning and progress where no accreditation takes place

Examples of accredited routes
Entry level qualifications
NVQ 1 (units and full qualifications)
NVQ 2 units
VRQs
Basic and key skills
CLAIT
ASDAN awards
ECDL
NOCN awards

5 Reviewing learner progress

Each learner's progress will be reviewed formally every **2–4 weeks** with a recommended major review after 12 months (involving the provider and personal adviser) in order to focus on ongoing progression. The review will focus on **reviewing progress** made since the last review and within the **overall individual learning plan**. **Targets** for the period to the next review and plans for their achievement will be identified. Any additional learning and support needs will be identified and addressed. **All** those contributing to the learner's programme will play a part in the review process ensuring a **coordinated approach**.

6 Progression and aftercare

Transition programme to be prepared for learner including aftercare support to ensure successful transition.

Employment with training
Employment
Modern Apprenticeships
Further education

Basic skills and key skills	**Vocational development**	**Personal and social development**		
Numeracy/Application of Number	Work placements	ESOL	Parenting skills	Anger management
Literacy/Communication	Job search living skills	Independent counselling	Drug and alcohol projects	Community
IT	Work tasters/trials	Budgeting	Citizenship	
Working with Others	Employability skills			

The length of time which a learner spends on E2E will be dictated by their individual requirements. Each learner will be supported by a clearly identified member of the training staff from entry right through to progression and aftercare.

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Appendix 2 E2E FAQ

What is E2E?

Entry to Employment (E2E) is a new learning programme for young people who are not yet ready or able to enter Modern Apprenticeship programmes, or a Level 2 programme or employment directly. From 1 August 2003 E2E will replace Life Skills, Preparatory Training and Other Training at Level 1 on the work-based learning route.

Who is E2E for?

Young persons are eligible to enter E2E if they:

- are eligible for work-based learning as detailed in the *Learning and Skills Council requirements for funding work-based learning 2003/04* (Section 3: Eligibility), and
- are not employed (unless specific agreement has been made with the LSC)
- are aged 16, 17 or 18 on the day they start E2E, or
- are a member of the extended guarantee group, or
- are aged 19–24, not eligible for New Deal and the LSC has agreed to the provision of a place, and
- are not yet ready to enter a structured learning option leading to a qualification at Level 2.

How long will E2E last?

E2E will be based on the needs of the individual learner, so it will not be time-bound. However, learners will be expected to be making progress towards challenging and realistic targets during their time on E2E. We recognise that there can be no 'quick fix' for many of the young people who embark on E2E. Some individuals may need relatively short periods of time to prepare for entry to Modern Apprenticeships, employment or further vocational learning opportunities. Others with more complex personal and social needs will require much longer periods before they are ready to enter and sustain suitable training and employment opportunities.

For how many hours a week will a young person attend E2E?

The number of hours a week an individual spends on E2E will depend on the needs of the individual learner. It is envisaged that learners will attend for between 16 and 30 hours a week (but the learner should not be limited to 30 hours and, where possible, a full working week should be reflected). We realise from experience with Life Skills that it is not always easy to manage a situation where different learners are attending different hours and that it can cause resentment among learners. If E2E is to be responsive to the needs of individuals, the programme will need careful management by providers.

What level of training allowance will young people receive while on E2E?

Learners who attend for 16 hours or more are entitled to a minimum training allowance of £40 per week. Expenses are also met and bonuses may also be paid. The allowance is reduced for non attendance.

How will young people find out about E2E programmes in their area?

Staff from local Connexions Services will advise young people about E2E opportunities within their local area as part of the normal careers guidance activities during Years 10 and 11 and as they make their post-16 choices. Connexions staff will play a major role in referring young people to E2E, although young people may be referred informally from other agencies such as social services or youth offending teams. Work-based learning providers may also identify themselves young people who may benefit from E2E learning programmes.

The LSC will make promotional literature available nationally for young people and their parents or guardians.

Is there a framework for E2E like there is for Modern Apprenticeship programmes?

Yes, the framework was published in May 2002 and the full E2E prospectus was published in January 2003. Both documents are available on the LSC website (www.lsc.gov.uk).

What have been the E2E pathfinder areas?

Since August 2002 there have been eleven partnerships comprising local LSCs, Connexions and training providers delivering E2E programmes in a pathfinder phase until July 2003. They are:

- Bedfordshire and Luton
- Birmingham and Solihull
- Derbyshire
- Hampshire and Isle of Wight
- London North
- Manchester
- Milton Keynes, Oxfordshire and Buckinghamshire
- North Yorkshire
- Nottinghamshire
- Tyne and Wear
- West of England.

Each of the pathfinder areas has been involved in assisting with the development of appropriate working arrangements for E2E. Collectively, the pathfinders have sought to identify what the ideal arrangements for E2E should be and how we can best serve the needs of the client group. The pathfinders have informed the preparations for national establishment of E2E.

What will be the learning objectives for young people participating in E2E?

Young people will aim to develop their motivation and confidence, personal effectiveness, basic and/or key skills. They will also acquire vocational knowledge, skills and understanding through sampling a range of work and learning contexts.

How will the needs of young people be identified?

There will be an intensive period of initial assessment within E2E in order to identify clearly the learning and support needs of each young person. It is envisaged that this might last between two and eight weeks depending on the needs of the individual learner and take into account and evolve from the Connexions interaction with the young person. The pathfinders have helped identify how best initial assessment might be carried out, who should be responsible for the process and how providers and local Connexions Services can work together effectively for the benefit of the learner.

The arrangements for meeting each young person's learning and support needs should be set out in an individual learning plan, which will have a section for E2E activity. Building on previously identified good practice in the Learning Gateway, we will be looking for individual learners to have one overall plan, which different partners may contribute to, and not a multitude of plans. Pathfinder areas have focused on the development of such plans for young people.

How will young people's learning programmes be structured?

It is envisaged that all learners will undertake learning in three core areas:

- basic and/or key skills
- vocational development
- personal and social development.

The extent of learning required within each area will be dictated by the learners' needs. Learners with complex emotional and social needs, for example, may not be ready to undertake vocational learning until these needs have begun to be addressed.

Each core area will be supported by a range of learning choices with schemes of work at different levels from which the learner will be able to select appropriate options. Extensive work has been undertaken during the pathfinder phase to support the development of an appropriate curriculum for E2E.

Where and how will the learning take place?

Learning will take place in a range of settings that stimulate learners to learn. Consideration will need to be given to learners' preferred learning styles and interests in order to develop creative learning solutions. Learning will take place in a range of indoor and outdoor settings using a range of methods including classroom-type activities, one-to-one coaching, group activities, discussions, projects, presentations from speakers, online e-learning, open learning, work placements and work experience, external visits, outward bound activities and voluntary work.

Will young people work towards qualifications?

Ideally, all young people will, wherever possible, work towards some form of qualification at Entry level or Level 1. Within E2E there will be flexibility in the range of qualifications that learners can acquire. Some learners may be ready to undertake qualifications from the National Qualifications Framework. For others it may be more appropriate for them to undertake short courses that lead to appropriate certification such as first aid, CLAIT, ECDL or the City and Guilds Profile of Achievement. Work in respect of the role of accredited and non-learning within E2E is continuing to take place in order to further inform the development of an accreditation and progression policy for E2E.

What role will local support agencies such as youth offending teams, social services and other welfare agencies play in the delivery of E2E?

Local support agencies will play a very important role in the provision of a holistic service for young people. Some agencies may be working with a young person on E2E in another capacity and will want to be made aware of the support being provided and vice versa. In other instances, E2E providers may want to refer young people to local support agencies to deal with issues such as drug or alcohol dependency, sexual health and child abuse.

How will E2E be distinctive from other programmes aimed at the same client group?

We envisage that E2E will offer greater flexibility, increased levels of learner support, smoother transition and progression arrangements and improved working arrangements between providers and the local Connexions Service than other programmes.

Flexibility

E2E will provide much greater flexibility in meeting the needs of individual learners. The programme will not be time-bound other than setting the minimum standards. Learning programmes will be developed from a range of options to suit the needs of the individual learner. Appropriate qualifications will be selected according to how they might benefit individual learners. But E2E is not qualification-driven and a range of non-accredited learning may also support young people meeting their needs and aspirations within E2E.

Smoother transition and progression arrangements

By bringing together Life Skills, Preparatory Training and Level 1 programmes into one programme there should be greater opportunities for smoother transition and onward progression. The provision of aftercare services within E2E once the learner has completed their programme should also ensure smoother onward progression and retention.

Working relationships between providers and the local Connexions Service

More explicit clarification of roles and responsibilities between partners and the development of more effective working relationships, in particular between providers and their local Connexions Service, will result in an improved service for learners and improved passage of information between and across partners.

2e e

learning and skills development agency

Learning + Skills Council

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